

COMPETENCE APPROACH IN SPECIAL DISCIPLINE LESSONS

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ABSTRACT

Abstract. This article highlights the competence approach to the subject matter and its content. The traditional approach to the educational process is mainly focused on the formation of a complex of knowledge, skills. This often leads to the fact that the graduate becomes a well-informed specialist, but is not able to use this information in his professional activities. The solution to this problem is a competency-based approach. The competency-based approach is a strengthening of the applied, practical nature of the entire education.

Key words: specialist, specialist disciplines, traditional approach, competence, competence, competence approach.

INTRODUCTION

Socio-economic changes in the country have led to the need to modernize many social institutions, and especially the education system. In the new conditions characterized by the market development of the economy, the emergence of new value guidelines among young people, the contradictions between the content of vocational education and the changing needs of economic and social sectors in the development of science and information technology become more and more obvious; the level of general and professional education - and the possibility of employing young people in a society with a developing market structure.

To overcome these contradictions, a need arose for a new approach to training, contributing to the formation of a specialist capable of self-realization, a flexible change of ways and forms of life, and the solution of life and professional problems. That is, today, students need not only to receive and improve their professional qualities, but also be psychologically prepared for a different type of professional activity.

Material and methods

Modern society is in dire need of specialists who are capable of:

- independently master new integrated strategies;
- improve skills during their professional activities;
- quickly accept new ideas;
- differ in competence and responsibility.

Training focused exclusively on academic and encyclopedic knowledge, in terms of labor market demands, is outdated.

The traditional approach to the educational process is mainly focused on the formation of a complex of knowledge, skills. This often led to the fact that the graduate became a well-informed specialist, but was not able to use this information in his professional activities.

Results and discussion

A graduate of a professional college entering an independent life in the conditions of the modern labor market and a rapidly changing information space needs to be a competitive employee. He must be a creative, independent, responsible, sociable person, able to solve both personal problems and collective problems. He must have an inherent need for knowledge of the new, the ability to find and select the necessary information.

The need for training in such qualities (competencies) is the answer to education to the challenges of modern society, which is characterized by increasing complexity and dynamism.

Thus, the skills that help a person navigate in new situations of their professional, personal and social life, achieving their goals, have become known as competencies or key competencies.

The main value is not the assimilation of the amount of information, but the development of students of such skills that would allow them to determine their goals, make decisions and act in typical and non-standard situations.

Thus, competence is a set of knowledge, abilities and skills that we know, and competence is the quality of their possession, this is how competence manifests itself in activities. Competencies may be key, i.e. reference sets of knowledge, skills, qualities.

The growing role of professional subjects in modern life has led to the fact that for adaptation in modern society and active participation in it it is necessary to be a professionally competent person.

Hence, one of the main goals of professional disciplines should be the education of the ability to explore the phenomena of the real world. So, you need to teach students to draw up models of real situations, owning professional skills. For this, it is necessary to ensure the assimilation of the system of scientific concepts. At the same time, there is a need to move away from the traditional organization of the educational process, to the organization of such a learning environment, which makes it possible to record changes in the student that have occurred as a result of educational activities.

The traditional approach to the educational process is mainly focused on the formation of a complex of knowledge, skills. This often leads to the fact that the graduate becomes a well-informed specialist, but is not able to use this information in his professional activities. The solution to this problem is a competency-based approach. Thus, the competency-based approach is a strengthening of the applied, practical nature of all education (including subject-based learning).

The implementation of key competencies does not cause special difficulties, since various methods of organizing the work of students contribute to its formation. We give specific examples.

Before introducing new knowledge, it is necessary to create a situation of the need for its appearance. Do not enter knowledge in the finished form. Even if there is no way to lead students to the discovery of a new one, there is always the opportunity to create a situation of independent search, preliminary guesses and hypotheses.

The main problem that stood and faces me as a teacher is the activation of the cognitive activity of students in the lessons, the development of their cognitive interests. One of the ways to implement this problem is to apply knowledge in non-standard situations, in human practice.

Practical work in special disciplines is a learning task, solved by constructive methods using direct measurements.

Practical work should be associated with problematic material, take into account the individual abilities of students, in particular the level of their training, abilities, performance. Therefore, to perform such work it is better to use the group form of organization of the lesson.

In the process of doing practical work, students must learn to use as many different tools as possible, use a variety of computing tools, use textbooks, and reference books, which helps to develop self-reliance skills and prepare them for self-education.

It is also important to emphasize the need for a variety of practical works, not only in content, but also in their leading educational focus. In this case, the following types of practical work are carried out:

- cognitive work aims to put students in the conditions of discovery of new facts by them in professional activity. The regularity seen as a result of the work gives students the opportunity to put forward a hypothesis;

- installation, carried out in order to familiarize students with the equipment and the simplest methods of working with them;

- illustrative, related to acquainting students with individual knowledge in programming;

- training, designed to consolidate the studied properties, relationships, facts, as well as aimed at mastering the way of building software products, creating and debugging;

- research aimed at the practical application of knowledge of special subjects;

- creative, related to the creation of special programs on the basis of the basic constructions;
- generalizing, the main purpose of which is the systematization and generalization of theoretical knowledge, methods of construction, implementation, debugging of software.

In order to increase students' motivation and responsibility for the quality of mastering professional programming competencies, working with databases, software product integration, where students learn to work with templates, reproductive tasks, creative tasks, dictations are held to strengthen interdisciplinary connections in the course of vocational subjects a specific subject.

The main purpose of dictations in special subjects is to help the teacher effectively train attention stability, random access memory, and the ability to concentrate.

The following groups of tasks can be considered in dictations:

- operating rooms in which it is necessary to calculate, solve problems, perform transformations, etc., having received information by ear;
- logical, in which it is required to evaluate the truth of the statement, for which it is necessary to be careful and focused, to be able to listen, hear and analyze data.

Games in the study of professional disciplines is a technology that allows, like no other technology, to develop the key competencies of students. Games put in search conditions, arouse interest in victory, and from here - the desire to be fast, collected, dexterous, resourceful, to be able to clearly perform tasks, follow the rules. In games, especially collective ones, moral qualities of a personality are also formed.

An effective way to implement key competencies is to use computer equipment in the lessons. The independent creation of presentations for the lesson, the search for materials on the Internet on a given question, computer testing, all this changes the learning process, contributes to a better assimilation of educational material.

There are no easy ways into the profession. But it is necessary to use all opportunities so that students learn with interest, so that most adolescents experience and realize the attractive aspects of their chosen profession, its possibilities in improving mental abilities, in overcoming difficulties.

One of the effective methods for implementing key competencies, we consider the use of project work in the classroom. Work had to concentrate on living and living material; much attention was paid to the joint activities of students, to the relationship between them, to their ability to understand real life.

Integrated projects form an active, independent and proactive student position, develop research and reflective skills that are directly related to the experience of their application in practice, are aimed at developing cognitive interest, broaden their horizons and implement the principle of the relationship between learning and life.

CONCLUSIONS

Effective implementation of the competency-based approach is possible through the targeted formation of competencies; phased organization of the educational process on the integrated content of professional disciplines.

The formation of competencies occurs through the content of education. As a result, the student develops abilities and there are opportunities to solve real problems in everyday life - from domestic, to production and social. Note that educational competencies include components of a student's functional literacy, but are not limited to them.

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